



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12341629  
SAU: MSAD 40  
School: Warren Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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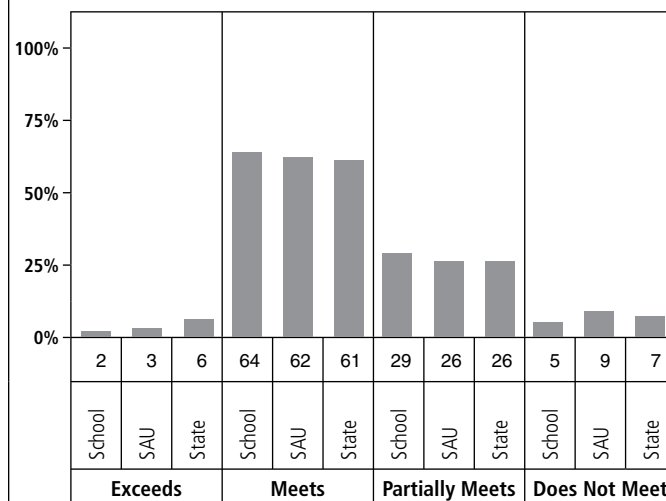
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

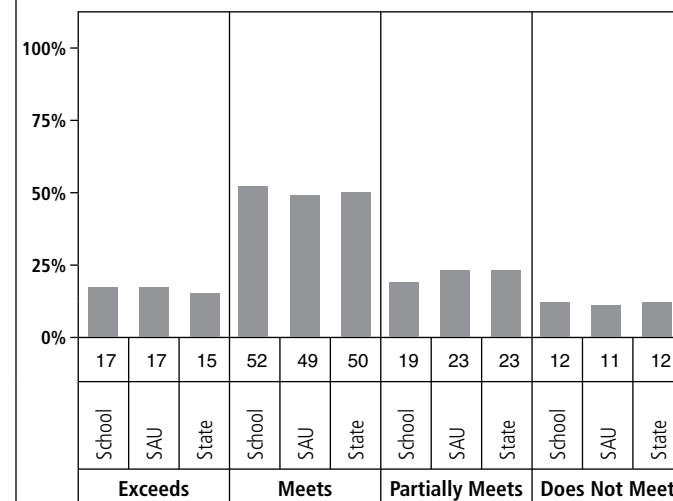
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	539	541	544
2007–2008	541	541	545
<b>2008–2009</b>	<b>545</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	542	542	545
<b>Mathematics</b>			
2006–2007	546	544	546
2007–2008	545	544	546
<b>2008–2009</b>	<b>546</b>	<b>547</b>	<b>547</b>
Cum. Avg.*	546	545	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>541</b>	<b>542</b>	<b>543</b>

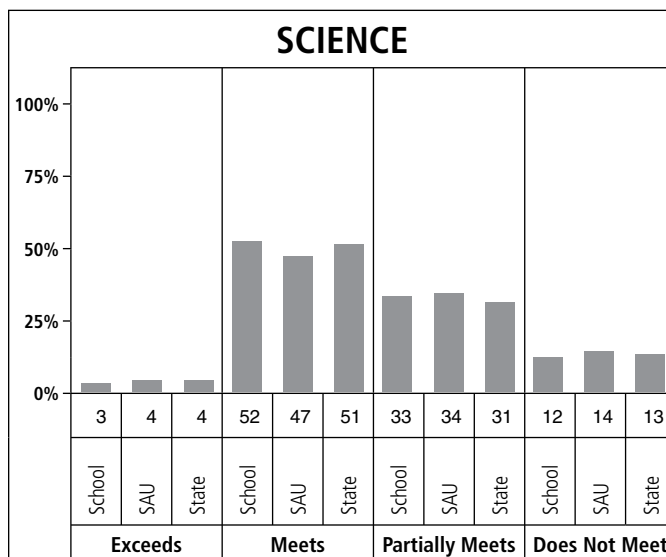
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	58	100	167	100	14212	100	58	100	167	100	14135	100	58	100	167	100	14144	100	58	100	167	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	2	1	397	3	0	0	2	100	388	98	0	0	2	100	393	99	0	0	2	100	389	98
American Indian or Native Alaskan	1	2	3	2	110	1	1	100	3	100	110	100	1	100	3	100	110	100	1	100	3	100	110	100
Asian or Pacific Islander	1	2	2	1	259	2	1	100	2	100	253	98	1	100	2	100	258	100	1	100	2	100	257	99
Hispanic	1	2	3	2	175	1	1	100	3	100	172	99	1	100	3	100	172	99	1	100	3	100	173	99
Caucasian/White	55	95	157	94	13271	93	55	100	157	100	13212	100	55	100	157	100	13211	100	55	100	157	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	13	22	31	19	2479	17	13	100	31	100	2454	100	13	100	31	100	2455	100	13	100	31	100	2451	99
<b>Current LEP</b>	0	0	1	1	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
<b>Economically disadvantaged</b>	31	53	87	52	5848	41	31	100	87	100	5815	100	31	100	87	100	5819	100	31	100	87	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	45	78	125	75	10849	76	45	78	123	74	10872	76	45	78	126	75	10976	77
Identified disability (PET/IEP)	1	2	2	2	298	3	1	2	2	2	307	3	1	2	3	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	2	2	123	1	1	2	2	2	121	1	1	2	2	2	126	1
<b>Participation with accommodations</b>	13	22	41	25	3122	22	13	22	43	26	3124	22	13	22	40	24	3019	21
Identified disability (PET/IEP)	12	92	28	68	1992	64	12	92	28	65	2000	64	12	92	27	68	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	3	184	6
504 plan	1	8	2	5	84	3	1	8	2	5	86	3	1	8	2	5	81	3
Other	0	0	10	24	907	29	0	0	12	28	886	28	0	0	10	25	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	3	2	702	5
	2007-2008	1	2	1	1	659	5
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>836</b>	<b>6</b>
	Cum. Total*	3	2	9	2	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	18	43	62	45	7730	55
	2007-2008	21	46	68	53	8195	58
	<b>2008-2009</b>	<b>37</b>	<b>64</b>	<b>103</b>	<b>62</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	76	52	233	54	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	17	40	56	41	4182	30
	2007-2008	17	37	38	29	3800	27
	<b>2008-2009</b>	<b>17</b>	<b>29</b>	<b>43</b>	<b>26</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	51	35	137	32	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	14	16	12	1419	10
	2007-2008	7	15	22	17	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>15</b>	<b>9</b>	<b>973</b>	<b>7</b>
	Cum. Total*	16	11	53	12	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.7	64.0	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.9	62.1	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.7	65.4	15.2	63.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 40  
 School: Warren Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	58	1	2	37	64	17	29	3	5	545	166	3	62	26	9	544	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										2						381	2	44	31	23	540
American Indian or Native Alaskan	1										3						110	0	48	38	14	541
Asian or Pacific Islander	1										2						252	11	58	21	11	547
Hispanic	1										3						166	4	54	32	10	543
Caucasian/White	55	0	0	35	64	17	31	3	5	545	156	3	62	26	10	544	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	0	0	4	31	6	46	3	23	538	30	0	23	43	33	535	2290	0	29	47	23	537
No	45	1	2	33	73	11	24	0	0	547	136	4	71	22	4	546	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										1						354	1	35	34	30	538
No	58	1	2	37	64	17	29	3	5	545	165	3	62	26	9	544	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	31	0	0	19	61	9	29	3	10	543	86	1	55	28	16	542	5716	2	51	35	12	542
No	27	1	4	18	67	8	30	0	0	547	80	5	70	24	1	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	58	1	2	37	64	17	29	3	5	545	166	3	62	26	9	544	13963	6	61	26	7	546
<b>Gender</b>																						
Female	31	1	3	19	61	10	32	1	3	545	89	3	60	28	9	544	6882	8	62	24	6	547
Male	27	0	0	18	67	7	26	2	7	545	77	3	65	23	9	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	4	40	6	60	0	0	541	28	0	32	50	18	537	1914	1	41	44	14	540
No	48	1	2	33	69	11	23	3	6	546	138	4	68	21	7	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	58	1	2	37	64	17	29	3	5	545	166	3	62	26	9	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Warren Community School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	7	0	0	0	0	3	75	1	25	536	4	0	14	29	57	531	4	2	40	34	24	540	
B. less than one hour	83	1	2	34	71	11	23	2	4	546	71	4	62	26	8	545	70	6	63	26	6	546	
C. one to two hours	9	0	0	2	40	3	60	0	0	543	24	0	70	25	5	545	24	7	61	26	6	546	
D. more than two hours	2	0	0	1	100	0	0	0	0	544	1	0	100	0	0	544	2	4	42	33	21	541	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	26	1	7	8	53	6	40	0	0	548	32	8	57	26	9	545	36	10	67	18	5	549	
B. good	57	0	0	26	79	6	18	1	3	547	48	0	73	22	5	546	47	5	62	27	6	546	
C. fair	14	0	0	2	25	5	63	1	13	537	18	3	45	34	17	540	15	2	47	40	12	541	
D. poor	3	0	0	1	50	0	0	1	50	536	2	0	25	50	25	535	2	0	30	46	24	537	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	22	1	8	5	38	5	38	2	15	544	21	3	63	26	9	546	31	9	65	20	5	548	
B. They match some of what I have learned.	66	0	0	27	71	11	29	0	0	546	61	3	68	25	4	545	55	5	63	27	5	546	
C. They match just a little of what I have learned.	5	0	0	3	100	0	0	0	0	552	10	6	35	41	18	542	10	3	45	38	14	542	
D. There is no match.	7	0	0	2	50	1	25	1	25	537	7	0	42	17	42	536	3	1	31	41	27	537	
How difficult was the reading part of this test?																							
A. more difficult than my regular schoolwork	24	0	0	8	57	4	29	2	14	543	15	4	44	40	12	542	16	3	49	32	15	542	
B. about the same as my regular schoolwork	53	1	3	20	65	10	32	0	0	546	62	3	68	25	4	546	64	7	63	25	5	547	
C. easier than my regular schoolwork	22	0	0	9	69	3	23	1	8	546	23	3	59	19	19	543	20	5	62	26	7	546	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	19	0	0	4	36	6	55	1	9	539	15	0	32	52	16	538	10	1	33	42	24	538	
B. Most of the passages were about the same as what I normally read.	47	0	0	19	70	8	30	0	0	546	47	0	66	26	8	544	52	4	61	29	6	545	
C. Most of the passages were easier than what I normally read.	34	1	5	14	70	3	15	2	10	548	37	8	69	16	7	548	38	10	68	18	4	549	
How much time do you spend reading at home each day?																							
A. more than one hour	11	1	17	3	50	2	33	0	0	546	19	16	61	16	6	547	20	10	64	21	5	548	
B. 20 minutes to an hour	58	0	0	26	79	7	21	0	0	548	56	0	72	25	3	546	56	7	65	24	5	547	
C. less than 20 minutes	12	0	0	2	29	4	57	1	14	537	9	0	53	33	13	540	10	3	52	33	12	543	
D. I rarely read at home.	19	0	0	6	55	4	36	1	9	543	16	0	35	38	27	538	14	1	46	38	14	541	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	26	0	0	9	60	4	27	2	13	545	20	0	48	27	24	541	25	3	53	33	11	543	
B. six to ten pages	28	0	0	9	56	6	38	1	6	543	24	0	64	28	8	543	26	6	61	26	7	546	
C. eleven or more pages	47	1	4	19	70	7	26	0	0	546	56	4	67	26	3	546	49	8	65	23	5	547	
Optional school/SAU question																							
A.	0										0												
B.	100	0	0	1	100	0	0	0	0	544	75	0	33	33	33	535							
C.	0										25	0	0	0	100	522							
D.	0										0												

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	7	9	7	1711	12
	2007-2008	5	11	11	9	1617	12
	<b>2008-2009</b>	<b>10</b>	<b>17</b>	<b>28</b>	<b>17</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	18	12	48	11	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	22	52	68	49	6778	48
	2007-2008	23	50	70	55	7284	52
	<b>2008-2009</b>	<b>30</b>	<b>52</b>	<b>82</b>	<b>49</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	75	51	220	51	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	11	26	42	30	3884	28
	2007-2008	11	24	29	23	3341	24
	<b>2008-2009</b>	<b>11</b>	<b>19</b>	<b>38</b>	<b>23</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	33	23	109	25	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	14	19	14	1683	12
	2007-2008	7	15	18	14	1778	13
	<b>2008-2009</b>	<b>7</b>	<b>12</b>	<b>18</b>	<b>11</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	20	14	55	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.5	53.1	25.8	53.8	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.2	56.7	10.3	57.2	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.7	47.0	4.9	49.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.5	55.0	5.4	54.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 40  
 School: Warren Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	58	10	17	30	52	11	19	7	12	546	166	17	49	23	11	547	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										2						385	6	35	28	30	537
American Indian or Native Alaskan	1										3						110	5	42	34	20	540
Asian or Pacific Islander	1										2						257	19	50	20	12	548
Hispanic	1										3						166	9	43	31	17	543
Caucasian/White	55	10	18	27	49	11	20	7	13	546	156	18	48	22	12	547	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	1	8	3	23	2	15	7	54	531	30	7	27	23	43	534	2307	3	32	32	33	536
No	45	9	20	27	60	9	20	0	0	551	136	19	54	23	4	550	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										1						365	5	33	30	32	536
No	58	10	17	30	52	11	19	7	12	546	165	17	50	22	11	547	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	31	5	16	13	42	8	26	5	16	543	86	10	45	27	17	543	5731	7	46	29	18	542
No	27	5	19	17	63	3	11	2	7	549	80	24	54	19	4	551	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	58	10	17	30	52	11	19	7	12	546	166	17	49	23	11	547	13988	15	50	23	12	547
<b>Gender</b>																						
Female	31	4	13	19	61	5	16	3	10	547	89	16	47	25	12	546	6889	14	51	23	12	546
Male	27	6	22	11	41	6	22	4	15	545	77	18	52	21	9	548	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	6	60	4	40	0	0	542	28	0	43	43	14	540	1918	3	39	36	22	539
No	48	10	21	24	50	7	15	7	15	547	138	20	51	19	10	548	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	58	10	17	30	52	11	19	7	12	546	166	17	49	23	11	547	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Warren Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	0	0	0	0	4	100	518	4	14	14	0	71	524	4	8	38	26	28	539
B. less than one hour	83	9	19	26	54	10	21	3	6	548	71	16	49	26	9	547	70	15	52	23	10	547
C. one to two hours	9	1	20	3	60	1	20	0	0	549	24	20	58	18	5	550	24	15	51	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	550	1	0	100	0	0	550	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	35	9	45	9	45	2	10	0	0	557	28	39	46	7	9	554	34	28	50	14	8	552
B. good	47	0	0	15	56	7	26	5	19	539	50	11	55	24	10	546	45	11	54	24	10	546
C. fair	12	1	14	5	71	1	14	0	0	548	15	4	40	40	16	541	18	3	45	33	19	540
D. poor	5	0	0	0	0	1	33	2	67	525	6	0	40	40	20	537	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	6	25	14	58	2	8	2	8	551	39	17	61	14	8	550	38	22	52	19	7	550
B. They match some of what I have learned.	47	4	15	14	52	7	26	2	7	546	45	19	45	27	9	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	0	0	1	25	1	25	2	50	530	10	18	29	29	24	542	11	6	40	30	24	540
D. There is no match.	5	0	0	1	33	1	33	1	33	533	5	0	44	33	22	538	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	5	50	2	20	3	30	536	14	0	52	22	26	539	17	7	42	30	21	540
B. about the same as my regular schoolwork	59	6	18	16	47	9	26	3	9	547	65	16	50	29	6	548	64	15	53	23	10	547
C. easier than my regular schoolwork	24	4	29	9	64	0	0	1	7	551	21	32	50	0	18	550	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	9	0	0	0	0	3	60	2	40	528	4	0	29	43	29	530	7	6	39	27	27	539
B. 30–45 minutes	41	3	13	14	58	3	13	4	17	545	24	10	58	18	15	546	28	9	49	28	15	544
C. 45–60 minutes	40	5	22	14	61	3	13	1	4	550	45	16	49	23	12	547	41	17	53	21	9	548
D. more than 60 minutes	10	2	33	2	33	2	33	0	0	550	27	27	48	23	2	551	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	1	100	0	0	0	0	550	5	13	25	25	38	537	6	14	43	24	20	543
B. two or three days a week	21	0	0	8	67	3	25	1	8	546	34	5	54	30	11	544	24	17	52	21	10	548
C. two or three times each month	36	5	24	13	62	3	14	0	0	550	37	23	57	16	3	552	33	17	52	21	9	548
D. never or almost never	41	5	21	8	33	5	21	6	25	543	24	25	38	20	18	546	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	21	2	17	5	42	4	33	1	8	544	20	15	48	27	9	546	23	13	47	26	15	545
B. two or three days a week	36	5	24	10	48	1	5	5	24	545	34	20	45	20	16	546	31	17	52	21	10	548
C. two or three times each month	21	1	8	6	50	5	42	0	0	547	24	13	59	26	3	549	27	17	52	21	10	548
D. never or almost never	22	2	15	9	69	1	8	1	8	550	22	19	49	19	14	547	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	550	75	0	67	33	0	545						
C.	0										25	0	0	100	0	534						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	3	7	4	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	30	52	78	47	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	19	33	57	34	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	7	12	24	14	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	28.1	58.5	28.3	59.0	29.2	60.8
<b>D. The Physical Setting</b>	24	50	12.4	51.7	12.5	52.1	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.7	65.4	15.8	65.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 40  
School: Warren Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	58	2	3	30	52	19	33	7	12	541	166	4	47	34	14	542	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										2						382	2	31	32	35	535
American Indian or Native Alaskan	1										3						110	3	36	35	26	538
Asian or Pacific Islander	1										2						256	5	51	27	17	542
Hispanic	1										3						167	1	40	37	22	539
Caucasian/White	55	2	4	28	51	18	33	7	13	541	156	4	46	35	15	542	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	1	8	5	38	3	23	4	31	538	30	3	30	33	33	536	2309	2	29	39	29	536
No	45	1	2	25	56	16	36	3	7	542	136	4	51	35	10	543	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										1						361	1	23	32	44	533
No	58	2	3	30	52	19	33	7	12	541	165	4	47	34	15	542	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	31	1	3	10	32	15	48	5	16	538	86	1	38	41	20	538	5729	2	42	37	20	539
No	27	1	4	20	74	4	15	2	7	545	80	8	56	28	9	546	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	58	2	3	30	52	19	33	7	12	541	166	4	47	34	14	542	13987	4	51	31	13	543
<b>Gender</b>																						
Female	31	0	0	14	45	14	45	3	10	540	89	3	42	39	16	540	6886	4	49	33	14	542
Male	27	2	7	16	59	5	19	4	15	543	77	5	53	29	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	4	40	5	50	1	10	539	28	0	25	43	32	534	1917	1	31	41	28	536
No	48	2	4	26	54	14	29	6	13	542	138	5	51	33	11	543	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	58	2	3	30	52	19	33	7	12	541	166	4	47	34	14	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Warren Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	1	25	1	25	2	50	527	4	0	14	29	57	528	4	2	37	35	25	538
B. less than one hour	83	1	2	27	56	16	33	4	8	542	71	4	50	33	13	542	70	4	53	31	12	544
C. one to two hours	9	1	20	1	20	2	40	1	20	542	24	5	45	40	10	543	24	5	51	31	12	544
D. more than two hours	2	0	0	1	100	0	0	0	0	554	1	0	100	0	0	554	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	22	1	8	7	54	4	31	1	8	545	28	2	52	33	13	542	26	7	56	26	11	545
B. good	53	1	3	17	55	9	29	4	13	542	55	7	44	36	13	543	53	4	53	31	11	544
C. fair	22	0	0	6	46	5	38	2	15	538	16	0	52	33	15	540	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	100	0	0	534	1	0	0	50	50	525	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	17	0	0	6	60	2	20	2	20	540	18	3	67	17	13	544	23	5	56	28	11	544
B. They match some of what I have learned.	53	1	3	15	48	11	35	4	13	541	45	4	43	39	14	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	28	1	6	9	56	5	31	1	6	543	30	4	44	42	10	541	23	4	49	33	14	543
D. There is no match.	2	0	0	0	0	1	100	0	0	534	7	9	36	18	36	541	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	28	0	0	7	44	6	38	3	19	539	23	5	37	37	21	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	53	1	3	16	52	10	32	4	13	541	58	4	48	37	11	543	58	4	52	32	12	543
C. easier than my regular schoolwork	19	1	9	7	64	3	27	0	0	546	19	3	58	26	13	544	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	14	0	0	1	13	3	38	4	50	529	25	2	29	41	27	538	33	5	51	31	14	543
B. a few times a week	53	0	0	19	61	10	32	2	6	543	49	5	57	33	5	545	45	4	52	32	11	544
C. once a week	12	0	0	2	29	4	57	1	14	535	16	0	44	33	22	538	8	4	50	30	16	542
D. a few times a month	21	2	17	8	67	2	17	0	0	550	9	13	53	20	13	546	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	28	0	0	8	50	6	38	2	13	539	24	5	45	43	8	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	22	1	8	6	46	4	31	2	15	542	27	2	49	31	18	540	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	24	0	0	8	57	5	36	1	7	544	22	6	53	28	14	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	26	1	7	8	53	4	27	2	13	542	27	5	43	36	16	542	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	34	0	0	8	40	9	45	3	15	537	44	3	44	40	13	541	47	4	51	32	12	543
B. a few times a month	17	0	0	6	60	2	20	2	20	542	32	4	50	29	17	542	27	5	54	30	11	544
C. once a month	12	1	14	3	43	2	29	1	14	541	8	7	43	29	21	540	10	5	49	30	15	543
D. never or almost never	36	1	5	13	62	6	29	1	5	545	16	7	52	33	7	545	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	34	0	0	8	40	9	45	3	15	538	43	4	49	35	11	543	46	4	52	32	12	543
B. a few times a month	24	1	7	8	57	2	14	3	21	542	28	4	46	33	17	541	28	5	53	30	12	544
C. once a month	5	0	0	1	33	2	67	0	0	537	9	0	21	50	29	534	11	4	47	34	15	542
D. never or almost never	36	1	5	13	62	6	29	1	5	545	20	6	55	30	9	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	528	75	0	0	67	33	533						
C.	0										25	0	0	0	100	518						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number